DOCUMENT RESUME

ED 286 276 EA 019 672

AUTHOR Harrison, William C.; Peterson, Kent D.
TITLE Complexities in the Evaluation of Principals: The Relationship between Satisfaction with Evaluation Processes, Criteria, and Sources of Information.
PUB DATE Apr 87
NOTE 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Attitudes; *Administrator Evaluation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Performance Factors; *Personnel Evaluation; *Principals; Superintendents
IDENTIFIERS *Satisfaction

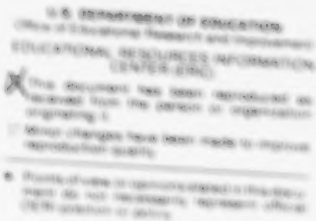
ABSTRACT

Because educational managers are central to effective school administration, states and local school districts are seeking improved methods of evaluating principals. The evaluative process can substantially affect productivity, employee commitment, and evaluation system stability. This study describes the characteristics of a state-mandated evaluation system for principals and the ways that satisfaction with the evaluation process is related to assessment methods, chosen criteria, and sources of evaluative information. Using prior studies and the Matriello and Dornbusch teacher evaluation model, a questionnaire was designed to gather data on methods of evaluating principals and their satisfaction with the process in a southern state employing a complex instrument. The study used a random sample of 200 principals; the response rate was 74 percent. A slight majority (55.6 percent) were satisfied with their evaluation process, while 30 percent were unsatisfied and 21 percent voiced uncertain opinions. Other results concerning the effects of evaluation on principals, the specificity of criteria, the sources of evaluation information, and the statistical differences between satisfied and dissatisfied groups are summarized, with the help of 13 tables. The paper concludes that acceptance of a principal appraisal system is necessary to influence principals' actions positively. Nine factors, centering on clear criteria and superintendent expectations, are also summarized. Included are 11 references. (MLH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED286276

Complexities in the Evaluation of Principals: The Relationship Between Satisfaction with Evaluation Processes, Criteria and Sources of Information



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

William C. Harrison

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

William C. Harrison
Terry Sanford High School
Fayetteville, NC

Kent D. Peterson
University of Wisconsin

EA 019 672

Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC, April 1987

BEST COPY AVAILABLE

Managers are central to the functioning of effective schools. They provide the linkage between the classroom and the school district as a whole. Additionally they provide leadership for school improvement and school change (Fullan, 1982). These educational managers face a wide variety of problems and opportunities that channel and shape their behavior and performance in various directions (Dwyer, 1985). Strongest among these constraints and contingencies are the actions taken by superiors to direct and control school principals. Administrative control systems exist in both formal and informal processes and provide considerable influence on the work of school principals (Crowson & Morris, 1985; Peterson, 1984; Murphy, Hallinger, & Peterson, 1985).

An important part of many control systems are processes of personnel evalution. Systems of evaluation identify the degree to which individuals or units deviate from accepted standards of performance or outputs (Harrison & Peterson, 1987). Systems of evaluation sense deviation from a set of standards of performance or output which in turn may stimulate corrective actions or feedback to subordinants. The purpose of these systems of evaluation are to channel and to shape behavior as well as to demonstrate to the community at large that such controls are in place (Peterson, 1984).

If these systems of evaluation are to be effective and stable they must be carefully constructed (Dornbusch & Scott, 1975). The degree to which the evaluatee is satisfied with the system of evaluation influences effectiveness and stability of the system (Dornbusch & Scott, 1975). When an individual who is evaluated is dissatisfied with the system, the system may become destabilized. When an evaluation is unstable, organizational participants are more willing to communicate dissatisfaction. This may affect others in the organization. They are likely to suggest changes in

the evaluation system. And, they may not comply with the tasks and responsibilities allocated to them (Dornbusch & Scott, 1975).

In this paper we will examine the characteristics of a state mandated evaluation system and the satisfaction reported by principals. We will examine the differences in self reports concerning the implementation of the components of the system of evaluation, for those who report satisfaction with the system and for those who report dissatisfaction. We will determine the degree to which specific implementation of a system of evaluation is related to the degree to which individuals report satisfaction with that evaluation system. Though many have examined the evaluation of teachers (Dornbusch & Scott, 1975: Natriello & Dornbusch, 1981: Darling-Hammond, et al., 1983), only recently have studies examined the evaluation of principals (Duke & Stiggins, 1985: Harrison & Peterson, 1987).

Conceptual Framework

The most comprehensive model which has been empirically examined in a variety of occupations was developed by Dornbusch & Scott (1975). It was later applied to teachers (Natriello & Dornbusch 1981). The model of the evaluation process they developed includes several clearly defined stages in the process. These stages (Figure 1) include (1) allocating tasks, (2) criteria setting, (3) sampling performance and/or outputs, and (4) appraising. Each stage consists of a different set of tasks that combine to produce an effective, reliable, stable, and accepted set of evaluations for subordinates (Natriello & Dornbusch, 1981). In this study we used this model to examine the evaluation of principals in a southern state.

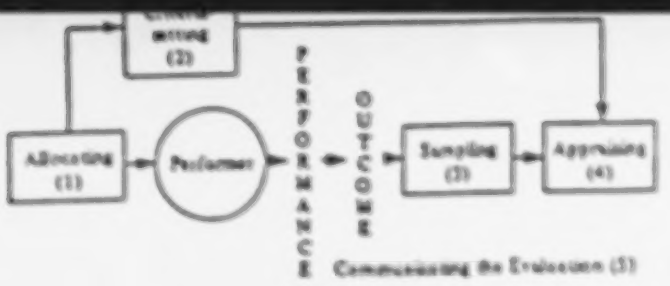


FIGURE 1
A Model of the Evaluation Process

G. Natriello and S. M. Dornbusch, 1981. The Administrator's Dilemma. 19 p. 1. Copyright by The University of Chicago.

During a stage termed "allocating of tasks", superiors assign tasks to subordinates. In some cases they delegate responsibility (when tasks are complex and difficult to predict) or supply directives (when tasks are clear and easy to specify).

During the "criteria setting" stage, superiors establish standards or criteria by which subordinates will be judged during the appraising stage. For a more effective and stable evaluation system subordinates need to know the criteria they are going to be judged on and the standards or level they should achieve.

In the "sampling performance and/or outputs" stage, superiors monitor the results of the tasks subordinates have been allocated. They examine the performance or outputs of the individual or unit. The frequency of such monitoring and the number of sources of data superiors use may affect the degree to which the subordinates view the evaluation as soundly based and reliable (Natriello & Dornbusch, 1981).

Finally, during the "appraisal" stage, superiors take the data they have gathered on performance and/or outputs and compare it against the standards and criteria they established earlier. Obviously, when performances or criteria are difficult either to sample or to compare objectively to a standard, the evaluation system may prove unreliable or may decrease the satisfaction of the subordinate.

Each stage of the evaluation process poses problems for the superior. Sometimes tasks cannot be easily allocated or criteria clearly set.

Frequently, performance or outputs are difficult to sample and collect, and assessing achievement of goals, complex and difficult.

The Problem

Increasingly states and local school districts are seeking improved methods of both teacher and, more recently, principal evaluation. This study examines characteristics of the evaluation process for school principals and their perceived satisfaction with it. It is important that we understand the perceived satisfaction of principals regarding the stages of evaluation and the overall process for it may influence the effectiveness of the process. Factors influencing satisfaction include the criteria used for assessment, the sources of evaluative information, and the ways performance is sampled (Dornbusch & Scott, 1975).

In this study we examine the relationships between principals' satisfaction with the evaluation process and (a) the perceived effect of evaluations on performance, (b) the specificity and types of evaluative criteria, and (c) the sources for evaluative information. We describe the relationship between assessment criteria and internal versus external sources of information on the degree to which principals consider the process to be reasonable and fair. Additionally, we will determine the relationship between the specificity of evaluation criteria, the location of sources of evaluative information, and attitudes of principals towards the assessment process. This knowledge will increase our understanding of the factors related to the stability of evaluation systems for principals.

This study describes the characteristics of a state mandated evaluation system for principals and ways satisfaction with the evaluation process is related to the means for assessing performance, the assessment criteria and the type of information gathered for assessment. The evaluative process used to assess organizational managers can substantially affect productivity, employee commitment, and, evaluation system stability

(Dornbusch & Scott, 1975; McPherson, Crowson, & Pitner, 1986; Ouchi, 1979; Thompson, 1967; Turcotte, 1973). Several studies have shown that the clarity, precision, and employee acceptance of the various stages of evaluation (allocating tasks, criteria setting, sampling performance and outputs, and assessing performance and outputs against standards) are related in many organizations to productivity and evaluatee acceptance of the evaluation (Baumler, 1973; Dornbusch & Scott, 1975; Natriello & Dornbusch, 1981; Turcotte, 1973).

Design and Methodology

Present empirical knowledge of principal evaluation processes is relatively sparse (Harrison & Peterson, 1987). Because of this we have drawn our method from studies of evaluation in other settings (Dornbusch & Scott, 1975), assessment of teachers (Natriello & Dornbusch, 1981), and the control and evaluation of principals (Duke & Stiggins, 1985; Peterson, 1984) to shape this investigation. Based on these prior studies and the Natriello & Dornbusch (1981) model, a questionnaire was designed to gather information on the ways principals were evaluated and their satisfaction with the process in one state employing a complex instrument.

Both open-ended and Likert-scaled questions were used to gather data on the criteria principals believed were used in evaluation, the sources of information principals thought superintendents used, and the degree of satisfaction principals reported concerning the evaluation process. The differences between principals' and superintendents' perceptions of the process were examined in a prior study (Harrison, 1985). Here, we examine the relationships between principals' satisfaction with the evaluation process and the stages of evaluation, the evaluation criteria and the sources of information they believe superintendents employ.

Population and Sample

We sampled from one southern state because all the administrative units used the same instrument with prescribed procedures to evaluate principals. The appraisal instrument provided the sample with a common base from which to respond.

Questionnaires were sent to a random sample of 200 principals in the state. Of those principals mailed questionnaires, 74 percent (N=149) returned them in usable condition.

Instrument and Data Analysis

Based on the methodological approaches taken by earlier studies (Dornbusch & Scott, 1973; Natriello and Dornbusch, 1981), a questionnaire was designed to gather information about the ways superintendents evaluate principals. The questionnaire gathered data on (a) criteria perceived to be used in the evaluation process, (b) the focus and purpose of evaluation, (c) the sources of information perceived to be used, and (d) the results or outputs principals perceive to be important to their superintendents.

A slight majority were satisfied with their evaluation process. Of the 149 principals responding to the survey 83 (55.6 percent) reported that the evaluation of principals was satisfactory as conducted. Forty-five (30.2 percent) were unsatisfied and 21 (14.1 percent) voiced uncertain opinions.

Responses to open-ended questions about the criteria employed and sources of information were categorized and frequencies tallied. Means for Likert-scaled questions were calculated (with "strongly disagree"=-2 to "strongly agree"=2). Descriptive statistics show the responses of the principals satisfied with the evaluation process and the principals dissatisfied with the process. A comparison of percentages of responses for various levels of satisfaction, mean responses, and chi squared statistics were used to determine differences between groups reporting satisfaction.

groups reporting disatisfaction, and those who were uncertain. The comparison yielded discrepancies between the two groups on a number of items suggesting that particular approaches to evaluation are associated with greater (or lesser) satisfaction with the process.

Effects of the Evaluation on Principals

Satisfaction with or acceptance of the overall process may be related to the power the evaluation has on principals' performance. The principals were asked to respond (agree or disagree) to two statements: (a) the appraisal process has a positive effect on principal performance, and (b) the performance appraisal instrument has a positive effect on myself.

Of those principals satisfied with the process, 53 percent agree that the performance appraisal system has a positive effect on principal performance. On the other hand, slightly more than 4 percent of those dissatisfied with the process believe it has a positive effect while 62 percent report that it does not have a positive effect on performance (Table 1).

Insert Table 1 about here

Similarly, when asked if the instrument has a positive effect on themselves, those satisfied tend to feel that it does, while those not satisfied tend to feel that it does not. Sixty-six percent of the satisfied group reported that the evaluation has a positive effect on them, while 16 percent of the dissatisfied group perceived positive results of the process. A large 67 percent did not believe evaluation had a positive effect on themselves.

Insert Table 2 about here

Both satisfied and dissatisfied principals express a reluctance to see their present evaluation system carry greater influence over sanctions (Table 3). However, 48 percent of those satisfied with the process would like the appraisal system to have more influence. A dissatisfied principal voiced concern that "gathering data for accurate appraisal is impossible," (Harrison, 1985).

Insert Table 3 about here

The Specificity of Criteria

The data reveal that a majority of satisfied principals have different views than those who are not satisfied. The majority of satisfied principals believe that: (a) the appraisal instrument makes criteria for performance clear, (b) the superintendent allows the principal to influence the operation of the appraisal process, (d) the superintendent conducts appraisal as a continuous process rather than as a one or two day event, (e) the superintendent communicates satisfaction with principal performance on a frequent basis, and (f) the superintendent is more concerned with the instructional leadership aspects of the principal's job than the management tasks. Those principals who are not satisfied with the process more often disagree with all of the above except (a) the appraisal instrument makes criteria for performance clear.

Futhermore, the satisfied group reports uncertainty about whether superintendents put a great deal of time, thought, and energy into the evaluative process. The dissatisfied group feels strongly that the superintendent does not.

Both groups agree that the superintendent does not frequently communicate dissatisfaction with principal performance. Both perceive their superiors tell them they are dissatisfied less than when they are satisfied.

A closer look at the data reveals factors which may contribute to principal satisfaction with the appraisal process. Table 4 shows that 59 percent of the satisfied principals agree that the instrument makes criteria for principal performance clear. On the other hand, 29 percent of those who report disatisfaction feel that the instrument makes the criteria for performance clear. Clear criteria and communication of satisfaction are important.

Insert Table 4 about here

Important to evaluative satisfaction is the superintendent's implementation of the process. We find that 79 percent of the satisfied principals report that they believe superintendent makes expectations clear (Table 5) and, 63 percent report that their superintendents conduct appraisal as a continuous process (Table 6). Of those not satisfied only 31 percent report that they believe their superintendents make expectations clear and 36 percent report evaluation as a continuous process. Furthermore, satisfied principals report receiving the message from superintendents that the instructional leadership aspects of the job are more important than the management aspects. This is reversed for the other group. In short, principals' satisfaction is associated with clear performance expectations, evaluation as a continuous process, and when instructional leadership is perceived to be important to their superiors.

Insert Table 5 about here

Insert Table 6 about here

Additional findings indicate that when a superintendent frequently communicates satisfaction with principal performance principals are more satisfied with the process (Table 7). Though data show that communication of dissatisfaction with principal performance is not frequent (Table 8); more of the satisfied principals (27 percent versus 18 percent of those reporting dissatisfaction) report their superintendents communicate dissatisfaction. It may be that more frequent communication of any sort (even when it is negative) is associated with increased satisfaction with the evaluation process.

Insert Table 7 about here

Insert Table 8 about here

Table 9 details the "results" of principals' work that principals believe superintendents view as indicators of effective principal performance. The dissatisfied group feels strongly that "public reaction," both positive and negative, is the most important result to the superintendent. They believe that criteria and assessments derived from reference groups outside the organization are more important to superiors than internal assessments from internal sources.

The satisfied respondents also view "public reaction" as being important to the superintendent, but they indicate an internal appraisal criteria as being most important, (e.g., "atmosphere of the school"). Eighty-two percent of the satisfied principals compared to 95 percent of the dissatisfied principals mentioned "public reaction" as an important criteria.

Insert Table 9 about here

The largest discrepancy between the two groups is the result they both ranked last, "Not Making Waves." Sixteen percent more of the dissatisfied principals mentioned this result than the satisfied group. A close examination of Table 9 would indicate that the satisfied group perceives the superintendent as one who is more concerned with assessment criteria from inside rather than outside the organization. Nevertheless, overall the differences are not large/and these inferences remain tentative.

Principals' satisfaction is associated with superintendents who are reported to communicate clear expectations regarding the criteria for successful principal performance, who communicate both satisfaction and dissatisfaction with principal performance, who display a concern for instructional leadership, and who engage in evaluation as a continuous process. And, when principals have some opportunity to exert influence over the evaluative process, they are likely to feel more satisfied with the evaluation process.

Sources of Evaluative Information

One must gather information in order to appraise a person's performance or output. This is an important stage of the assessment process. The total sample of principals reports that the superintendent utilizes many different sources of information to assess principal performance, from community and parents to results on student tests.

Both groups identified the community and parents as the number one source of information used by the superintendent. Table 10 shows some difference between the two groups in the rank order of the sources.

Insert Table 10 about here

A close examination of the data reveals other differences. While the rankings of the sources of information are similar, there are three differences in the lists worth noting. Among the satisfied principals 87

percent reported that "the principal directly" is a source of evaluative information for the superintendent. Only 73 percent of the dissatisfied said this was the case. Futhermore, there is a 13 percent difference in the number of times "the superintendent" is mentioned as a source of information. Those less satisfied believe the superintendent tends to seek evaluative data elsewhere, depending less on his or her own knowledge.

The largest difference in rankings occurs with "school board members" as a source of information. Sixty percent of the dissatisfied principals as compared to 42 percent of the satisfied principals identify school board members as a source of evaluative information. Again, it appears that those who are less satisfied with the process perceive the superintendent to rely more upon sources of information outside rather than inside of the organization.

Tables 11 and 12 indicate two other areas where the groups differ. The dissatisfied group reports they are less certain about how the superintendent gathers data to evaluate their performance. This uncertainty may foster greater dissatisfaction with evaluation. The satisfied group, on the other hand, reports that they think they know how the superintendent gathers data. Knowledge of how data is collected for evaluation is associated with satisfaction with the evaluation process. Knowing where evaluative information comes from should foster greater stability in the process.

Another factor associated with satisfaction is the perceived frequency of visits to the school by the superintendent. The two groups differ regarding their perceived frequency of visits. This may reflect the report of use of the principal as a direct source of evaluative information. Frequent visits to the school by the superintendent may be associated with the identification of both the principal and superintendent as sources of information for evaluation. These in turn appear to be associated with

satisfaction with the process. In short, perceived use of more interpersonal data may increase satisfaction.

Insert Table 11 about here

Insert Table 12 about here

Statistical Differences between
the Satisfied and Dissatisfied Groups

A comparison of percentage of responses, mean responses, and the calculation of chi squares were used to determine the differences between respondent groups. Responses were consolidated. "Strongly Disagree" and "Disagree" into "Agree". "Strongly Agree" and "Disagree" into "Disagree," to calculate chi squares. The critical values of chi square were determined with 2 degrees of freedom.

Table 13 shows the percentage of consolidated responses by respondent group, the chi square, and the statistical-significance between the two groups. With 2 degrees of freedom the critical values of chi square are 5.99 at the .05 level and 9.21 at the .01 level.

Insert Table 13 about here

Many items yielded statistically-significant differences of opinion between the two groups. Differences regarding the "effect of the evaluations on the principals" is significantly different. Those satisfied with the process feel that evaluation has a positive effect on their own performance. The dissatisfied group has a significantly different opinion.

We find statistically-significant differences for the questions about (1) the instrument clearly identifying criteria, (2) the superintendent making expectations clear, (3) the way the process is conducted by the

superintendent, and (4) the communication of satisfaction with performance. Evidently superintendents need to communicate dissatisfaction with principal performance on a more frequent basis if they want principals to feel more satisfied.

Other statistically significant differences are found in responses to (1) the superintendents' concern with management versus instructional leadership, (2) the influence the principal has on the process, and (3) the time, energy, and effort put forth by the superintendent. No statistically significant differences were found for the question of whether superintendents from system to system agree upon the criteria for principal performance.

These differences point to activities and characteristics associated with principal satisfaction with the evaluative process. Again, if it is to produce improvement in principal performance or outputs, the evaluative process must be accepted by all those involved with it.

Conclusions

Acceptance of a principal performance appraisal system is necessary in that satisfaction may influence the degree to which the system has a positive effect on principals' actions. This study has identified factors which are associated with satisfaction with the process. These factors are:

1. an appraisal instrument that makes criteria for principal performance clear,
2. a superintendent who makes expectations clear,
3. a superintendent who conducts performance appraisal as a continuous process rather than a one or two day process,
4. a superintendent who frequently communicates both satisfaction and dissatisfaction with principal performance, and
5. sends a message of instructional leadership being primary,

6. a superintendent who allows the principal to influence the operation of the appraisal process,
7. a superintendent who makes clear the sources of information utilized to gather evaluative data as well as the performance outputs that closely monitored,
8. a superintendent who frequently visits the school, and
9. relies more on sources of information inside the organization.

References

Crowson, R. L., & Morris, V. C. (1985). Administrative control in large-city school systems: An investigation in Chicago. Educational Administration Quarterly, 21, 51-70.

Darling-Hammond, L., Wise, A. E., & Pease, S. R. (Fall 1983). Teacher evaluation in the organizational context: A review of the literature. Review of Educational Research, 53, 285-328.

Dornbusch, S. D., & Scott, W. R. (1975). Evaluation and the exercise of authority. San Francisco: Jossey-Bass.

Dwyer, D. C. (1985). School leadership: A study of four principals. The Urban Review, 17(3), 166-188.

Fullan, M. (1982), February). Implementing educational change: Progress at last. Paper presented for a conference on the Implications of Research on Teaching for Practice, sponsored by the National Institute of Education.

Harrison, W. C., & Peterson, K. D. (in press). Pitfalls in the evaluation of principals. Urban Review.

Murphy, J., Hallinger, P., & Peterson, K. (1985, October). Supervising and evaluating principals: Lessons from effective districts, Educational Leadership 42.

Natriello, G., & Dornbusch, S. M. (1981). Pitfalls in the evaluation of teachers by principals. Administrators Notebook, 29(6), n.p.

Ouchi, W. G. (1979). A conceptual framework for the design of organizational control systems. Management Science, 25, 833-847.

Peterson, K. D. (1984). Mechanisms of administrative control managers in educational organizations. Administrative Science Quarterly, 19, 573-597.

Thompson, J. D. (1967). Organizations in action. New York: NcGraw-Hill.

Table 1

The performance appraisal system for principals has a positive effect on Principal performance.

	STRONGLY AGREE (2+1)	AGREE (+1)	UNCERTAIN (0)	DISAGREE (-1)	STRONGLY AGREE (-2)	MEAN
Satisfied						
Number	2	42	20	16	3	.29
Percentage	2.41	50.6	24.1	19.28	3.61	
Dissatisfied						
Number	0	2	15	21	7	-.73
Percentage	0	4.44	33.33	46.67	15.56	

Table 2

The performance appraisal instrument has a positive effect on myself.

	STRONGLY AGREE (+2)	AGREE (+1)	UNCERTAIN (0)	DISAGREE (-1)	STRONGLY DISAGREE (-2)	MEAN
Satisfied						
Number	5	50	9	16	3	.46
Percentage	6.02	60.24	10.84	19.28	3.61	
Dissatisfied						
Number	0	7	8	25	5	-.62
Percentage	0	15.56	17.78	55.56	11.11	

Table 3

Sanctions should be influenced by the evaluation process more than they are.

	STRONGLY AGREE (+2)	AGREE (+1)	UNCERTAIN (0)	DISAGREE (-1)	STRONGLY DISAGREE (-2)	MEAN
Satisfied						
Number	6	34	20	21	2	.25
Percentage	7.23	40.96	24.1	25.3	2.41	
Dissatisfied						
Number	2	10	8	15	10	-.47
Percentage	4.44	22.22	17.78	33.33	22.22	

Table 4

The appraisal instrument makes the criteria for principal performance clear.

	STRONGLY AGREE (+2)	AGREE (+1)	UNCERTAIN (0)	DISAGREE (-1)	STRONGLY DISAGREE (-2)	MEAN
Satisfied						
Number	0	49	11	22	1	.30
Percentage	0	59.09	13.25	26.51	1.2	
Dissatisfied						
Number	0	13	14	18	0	-.11
Percentage	0	28.89	31.11	40.0	0	

Table 5

The superintendent makes principal performance expectations clear.

	STRONGLY AGREE (+2)	AGREE (+1)	UNCERTAIN (0)	DISAGREE (-1)	STRONGLY DISAGREE (-2)	MEAN
Satisfied						
Number	11	55	10	6	1	.83
Percentage	13.25	66.27	12.05	7.23	1.2	
Dissatisfied						
Number	0	14	7	22	2	-.27
Percentage	0	31.11	15.56	48.89	4.44	

Table 6

The superintendent conducts appraisal as a continuous process rather than a one or two day event.

	STRONGLY AGREE (+2)	AGREE (+1)	UNCERTAIN (0)	DISAGREE (-1)	STRONGLY DISAGREE (-2)	MEAN
Satisfied						
Number	12	49	11	9	2	.72
Percentage	14.46	59.04	13.25	10.84	2.41	
Dissatisfied						
Number	1	15	9	16	4	-.16
Percentage	2.22	33.33	20.0	35.56	8.89	

Table 7

The superintendent frequently communicates satisfaction with principal performance.

	STRONGLY AGREE (+2)	AGREE (+1)	UNCERTAIN (0)	DISAGREE (-1)	STRONGLY DISAGREE (-2)	MEAN
Satisfied						
Number	12	53	4	11	3	.72
Percentage	14.46	63.86	4.82	13.25	3.61	
Dissatisfied						
Number	2	17	3	21	2	-.09
Percentage	4.44	37.78	6.67	46.67	4.44	

Table 8

The superintendent frequently communicates dissatisfaction with principal performance.

	STRONGLY AGREE (+2)	AGREE (+1)	UNCERTAIN (0)	DISAGREE (-1)	STRONGLY DISAGREE (-2)	MEAN
Satisfied						
Number	12	20	18	31	11	.33
Percentage	3.61	24.1	21.69	37.35	3.25	
Dissatisfied						
Number	0	8	4	29	4	-.64
Percentage	0	17.78	8.89	64.44	8.89	

Table 9

Results of the Principalship the Superintendent Views as Indicators of Principal Performance

Results	Satisfied			Dissatisfied		
	Rank	M	%M	Rank	M	%M
Atmosphere of the school	1	70	84	2	38	84
Public Reaction	2	68	82	1	43	96
Teacher Performance and Morale	3	64	77	3	29	64
General Quality of Instruction	4	60	72	3	29	64
Student Performance and Progress (Test Results)	5	56	67	5	28	62
Adherence to System Rules and Regulations	6	39	47	6	22	49
Student Behavior and Principals' Relationship with Students	7	35	42	7	16	36
Not "Making Waves"	8	17	20	7	16	36

Table 10

Sources of Information Used by Superintendents to Gather Data to Evaluate Principals

Results	Satisfied			Dissatisfied		
	Rank	M	%M	Rank	M	%M
Community and Parents	1	76	92	1	43	96
Principal Directly	2	72	87	2	33	73
Central Office Personnel	3	63	76	3	30	67
Teachers	4	57	69	4	29	64
Superintendent	5	53	64	6	23	51
Reports, Written Materials	6	42	51	6	23	51
School Board Members	7	35	42	5	27	60
Test Results	8	15	18	8	14	31

Rank = indicates the ranking of the source by repspondent group
M = number of times a response was mentioned, subjects were given a list with all items and asked to rank the top five
%M = the percentage of respondents mentioning a particular result

Table 11

I know how the superintendent gathers data to evaluate the principal

	STRONGLY AGREE (+2)	AGREE (+1)	UNCERTAIN (0)	DISAGREE (-1)	STRONGLY DISAGREE (-2)	MEAN
Satisfied						
Number	7	47	15	11	3	.53
Percentage	8.43	56.63	18.07	13.25	3.61	
Dissatisfied						
Number	2	12	17	7	7	-.11
Percentage	4.44	26.67	37.78	15.56	15.56	

Table 12

The superintendent frequently visits the school

	STRONGLY AGREE (+2)	AGREE (+1)	UNCERTAIN (0)	DISAGREE (-1)	STRONGLY DISAGREE (-2)	MEAN
Satisfied						
Number	4	38	6	33	2	.11
Percentage	4.82	45.78	7.23	39.76	2.41	
Dissatisfied						
Number	1	4	0	21	19	-1.18
Percentage	2..22	8.89	0	46.67	42.22	

Table 13

Determination of Statistically-Significant Differences
Between the Two Groups

	Percentage of Satisfied Principals			Percentage of Dissatisfied Principals			
	Agree	Uncertain	Disagree	Agree	Uncertain	Disagree	x^2
1. Performance appraisal for principals has a positive effect on principal performance	53.01	24.1	22.89	4.44	33.33	62.23	21.666*
2. The performance appraisal has a positive effect on myself	66.26	10.84	22.89	15.56	17.78	66.67	31.123*
3. Sanctions should be influenced by the evaluation process	48.19	24.1	27.71	26.66	17.78	55.55	9.893*
4. The appraisal instrument makes the criteria for principal performance clear	59.04	13.25	27.71	28.89	31.11	40.0	11.617*
5. The superintendent makes principal performance expectations clear	79.52	12.05	8.43	31.11	15.56	52.93	26.903*
6. The superintendent conducts appraisal as a continuous process	63.50	13.25	13.25	15.55	20.0	44.45	15.481*
7. The superintendent frequently communicates satisfaction with principal performance	78.32	4.82	16.86	42.44	6.67	51.11	17.809

Table 13

Determination of Statistically-Significant Differences
Between the Two Groups

	Percentage of Satisfied Principals			Percentage of Dissatisfied Principals			
	Agree	Uncertain	Disagree	Agree	Uncertain	Disagree	x^2
8. The superintendent frequently communicates dissatisfaction with principal performance	27.71	21.69	50.6	17.78	8.89	73.33	6.09*
9. I know how the superintendent gathers information to evaluate the principal	65.06	18.07	16.86	31.11	37.78	31.12	13.569*
10. The superintendent frequently visits the school	50.6	7.23	42.17	11.11	0	88.89	26.516*
11. The superintendent is more concerned with management than instructional leadership	33.74	14.46	51.8	60.0	20.0	20.0	12.498*
12. The principal influences the operation of the appraisal process	66.26	12.69	12.04	46.66	15.56	37.78	10.295*
13. Superintendents put a great deal of time, energy, and thought into the evaluation of principals	34.94	26.51	38.55	4.44	11.11	84.44	25.720*
14. Superintendents from system to system agree upon the criteria for principal effectiveness	7.23	59.04	33.73	2.22	44.44	53.34	5.252

Table 13

Determination of Statistically-Significant Differences
Between the Two Groups

	Percentage of Satisfied Principals			Percentage of Dissatisfied Principals			
	Agree	Uncertain	Disagree	Agree	Uncertain	Disagree	X^2
14. Parental input has a great deal of influence on the superintendent's evaluation of the principal				64.45	20.0	15.55	4.626
15. The superintendent uses many different ways to assess principal performance	74.7	15.66	9.64	51.11	33.33	15.55	7.483**

Note: Percentages may not compute to 100 due to rounding

*Indicates a statistically-significant difference of opinion at the .05 and .01 levels

**Indicates a statistically-significant difference of opinion at the .05 level though not at the .01 level